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ABSTRACT

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on community advisory committee leadership training. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) learn more about one another and what each member brings to the group, (2) gain insight into how each member functions on the team, (3) become more aware of the dynamics of effective groups, and (4) review the group's goals and plan for the group's future. A bibliography identifies four books, magazines, or other resources. (DB)

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COMMUNITY ADVISORY COMMITTEE (CAC) LEADERSHIP TRAINING

California State Department of Education
Bill Honig, Superintendent of Public Instruction
Sacramento, CA, 1988

EC223046

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California State Department of Education
Special Education Division
Program, Curriculum and Training Unit

Presents a Module on:

Community Advisory Committee (CAC) Leadership Training

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1988

This module, as well as thirteen others, were produced under the direction of Karl E. Murray and Susan Westaby of the Program, Curriculum and Training Unit, Special Education Division, CA State Department of Education. The modules are being field-tested throughout 1988. During this field-test stage, they are available by sending $ 5.00 for each module (includes tax and mailing) to: Parent Training Modules, CA State Department of Education, P.O. Box 944272 - Room 621B, Sacramento, CA 94244-2720. Make checks payable to Parent Training Modules.

INTRODUCTION

The Parent/Professional Training Modules have been developed to serve as a core set of training resources for trainers to use primarily with groups of parents. Some of the trainings were designed specifically for combined groups of parents and professionals, and all the trainings can be adapted for use with parents or professionals as separate or combined audiences. The training modules in the series focus on content and activities that build skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities. There are fourteen training modules in this series:

Parent Professional Collaboration
Parental Involvement
Stress and Support in the Family
Coping with Loss and Change
Parent Support Groups
An Effective Community Advisory Committee
Community Advisory Committee Leadership Training
Communication Skills
The Individualized Education Program: Rights and Responsibilities
Placement in the Least Restrictive Environment
Training for Professionals Working with Families
Parent Professional Collaboration in Planning for Employment
Transition Planning
Interagency Collaboration: The Parents' Role

Each training module has eight sections:

Flyer
Topic Narrative
Overview
Trainer Agenda
Activities
Summary
Bibliography
Evaluation

Within each of these sections there are these materials:

Flyer - The Flyer highlights what participants can expect to learn by attending the training. It can be personalized for each training by adding date, time, and location in the appropriate spaces.

Topic Narrative -- The Topic Narrative contains content information specifically for the trainer. Trainers use the information to enhance their knowledge and understanding of the subject matter of the training module.

Overview -- The Overview contains the goals and objectives for the module; and the content and presentation strategy for each activity contained within the module.

Trainer Agenda -- The Trainer Agenda contains details of trainer and participant activities, materials and media. It is a suggested agenda that trainers can personalize to fit their style and the specific needs of the participants. A few modules that deal with sensitive or difficult content have Trainer Tips included in the Agenda section.

Summary -- The Summary contains highlights of all the content information presented in activities within the training. The Summary was designed to provide information to prospective participants and to workshop planners.

Bibliography -- The Bibliography contains the names of books, magazines and other resources that were used as references in developing the training modules and may serve as a list of suggested reading materials for trainers as well as participants.

Evaluation -- The Evaluation contains questions that directly assess the objectives of the module as well as some general questions to evaluate the usefulness of materials and trainer effectiveness.

The Parent/Professional Training Modules have been designed to be a flexible and expandable resource for trainers of parents and professionals. It can be housed in binders or in file folders and rearranged as needed. Trainers are urged to add articles, resources and other materials that will make each training reflect their individual style and meet the needs of the participants.

HOW TO USE THESE TRAINING MODULES

Conduct a Needs Assessment:

Gather as much information as you can about the groups that you will be working with. The following types of questions may help:

Does the group meet regularly or is it assembled specifically for the purpose of this training?

What does the group want to accomplish? Does it have a stated goal? Are there a set of outcomes that the group wants to achieve?

Who is involved in the group (agencies and organizations)?

If the group is an ongoing group, how is the group organized? (officers, executive committee, standing committees, task groups, etc.)

What has the group already done? What training has the group already received?

What is the group working on now?

How does the group get things done?

Has the group conducted a needs assessment to determine the group's need for training and the training topics of interest?

Plan the Training

Typically, this is a dialogue between the trainer and the client. Often, the client will have a specific topic or activity in mind. Sometimes additional topics will be suggested during the needs assessment process when the trainer probes to get more information. The trainer can share a list of module topics and/or several module summaries to aid the client in selection of a topic(s) from the series.

Select the Training Module

The Parent/Professional Training Modules offer a wide selection of topics and activities. The trainer can select the module that deals with the topic chosen by the client.

Review the Training Module

The module provides the core activities and a suggested trainer agenda. The trainer can adjust both to reflect their individual style and the needs of the client.

Identify Additional Resource Materials

The trainer can add articles, resources, and other materials to the core training module. Often a trainer will introduce local resources or pertinent sample materials.

Deliver the Training

The Parent/Professional Training Modules are best delivered by a training team of a parent and a professional. Collaboration is modeled by the team as each member of the team displays unique perspectives, abilities and knowledge as they enhance each others presentation styles.

Evaluate the Training

Evaluation is an essential element of any training. Each module includes an evaluation that assesses the specific objectives of the module and the usefulness of materials. These evaluations can assist the trainer in refining the module content and modifying presentation style, if needed.

"Follow-Up" the Training

It is a good practice to follow-up any training with a personal visit, letter, or a phone call. The trainer may wish to keep a list of names, addresses, and phone numbers of participants to facilitate follow-up. The follow-up usually consists of discussion about how the training may have impacted the client's personal or professional life. Clients may express the desire for further training and/or materials and resources.

Community Advisory Committee (CAC) Leadership Training

(For Community Advisory Committee Members)

You, as a participant, will learn about:

- the individual members of your CAC and the unique skills these members possess
- group dynamics
- how to analyze group goals
- techniques to enhance group and member effectiveness

Day and Date:

Time:

Location:

For More Information, Call:

Please Come

Community Advisory Committee Leadership Training

Topic Narrative

Community Advisory Committees (CACs) were mandated by Senate Bill 1870 in 1980. Education Code prescribes membership of the CAC be defined to include parents, educators and members of the community. The law states that responsibilities shall include, but need not be limited to:

- advising the policy and administrative entity of the district, special education service region, or county office, regarding the development, amendment, and review of the local plan,
- recommending annual priorities to be addressed by the plan,
- assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan,
- encouraging community involvement in the development and review of the local plan,
- supporting activities on behalf of individuals with exceptional needs,
- assisting in parent awareness of the importance of regular school attendance.

These responsibilities are many and varied and it takes a skilled and committed group to carry them out successfully.

Any group can only be as effective as its members. All of us bring different skills and abilities to the groups in which we participate. Groups are not born into full maturity. Like individuals they grow through stages of development.

Initially, a Community Advisory Committee may be involved with organizational activities such as electing officers, setting up committees, deciding place and frequency of meetings, and setting goals which will address the mandated responsibilities and specific local needs. An effective group or CAC completes tasks (reaches goals), maintains relationships among members, and as the group matures, changes in ways that improve its effectiveness.

In order to become more effective and accomplish goals, all members need to participate and utilize their skills and abilities. Not only does this benefit the group, but broader participation can increase member satisfaction.

Leaders of Community Advisory Committees will need to provide opportunities for members to recognize and develop their skills as individual members and also to analyze and enhance the group's effectiveness.

Any group can be strengthened and enabled to work more efficiently if members become conscious of the roles and functions within group work, are made aware of the benefits of services they are performing, and are willing to expand the range of roles they perform within the group. Bringing members together outside the regular meeting place and time, giving them the opportunity to learn more about one another and to gain insights into the subject of group dynamics can revitalize a group and increase its productivity.

Overview

The goal of this module is to provide participants an opportunity to analyze group dynamics and group goals and learn techniques to enhance their group's effectiveness.

Objectives

1. Learn more about one another and what each member brings to the group.
2. Gain insight into how each member functions on the team.
3. Become more aware of the dynamics of effective groups.
4. Review the group's goals and plan for the group's future.

Objective Number	Suggested Minutes	Content	Presentation Strategy
	10	Introductions, Objectives and Agenda Review	
1	45	Opening Activity	Individual Activity and Large Group Sharing
	10	Break	
2,3	10	Participation and Leadership	Lecturette
2,3	45	Leadership Behavior	Individual Activity with Small Group and Large Group Discussion
4	20	CAC Report Card	Large Group Activity
	60	Lunch	
4	50	Selecting Goals	
	(10)	Part I - Future Goals	Large Group Brainstorming
	(30)	Part II - Lobbying	Large Group Activity
	(10)	Part III - Prioritizing	Large Group Activity
	10	Break	
4	45	Action Planning	Lecturette and Large Group Activity
	5	Closing Activity	Large Group Sharing
	10	Conclusion and Evaluation	
	320		

Suggested Trainer Agenda

WORKSHOP TITLE: Community Advisory Committee (CAC) Leadership Training

DATE: _____ PAGE: 1

PRESENTERS: _____

CLIENT: _____

GOAL: To provide participants with an opportunity to analyze group dynamics and group goals and to learn techniques to enhance their group's effectiveness.

OBJECTIVES:

1. Learn more about one another and what each member brings to the group.
2. Gain insight into how each member functions on the team.
3. Become more aware of the dynamics of effective groups.
4. Review the group's goals and plan for the group's future.

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS MEDIA
10 minutes		Welcome Introductions Objectives and Agenda Review Display Objectives and Agenda on Chart Paper	Listen	Chart Paper Pens Tape Chart of Objectives and Agenda
45 minutes		<u>Opening Activity</u> Activity/Handout/Wall Chart 1 Individual Activity and Large Group Sharing Display Wall Chart Distribute Handout 1 at end of activity Trainer prepares a wall chart using Handout 1 as the model. Each participant is given a large sheet of drawing paper and one or two colored pens.		Large Drawing Paper Colored Pens Wall Chart Handout 1

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		Give the following instructions: 1) draw lines to divide your paper into quarters 2) write your first name in the center 3) draw a picture of the person who has had the most influence in your life in upper left-hand corner 4) draw a picture of your favorite possession in upper right-hand corner 5) draw the place you'd like to be right now in lower left-hand corner 6) draw a picture of something you like to do in lower right-hand corner. Allow 10 minutes for the drawings to be completed. Each participant is then asked to stand in front of the group and describe their picture. After presenting to the group, participant tapes picture on wall.	Complete Drawings Share with Group	
10 minutes		Break		
10 minutes		<u>Participation and Leadership</u> Activity/Handout 2 Lecturette Distribute Handout 2 Read Handout 2 to the participants as an introduction to group participation and leadership. Emphasize that the definition comes from Roger and David Johnson, noted authorities on "Cooperative Learning". Trainer should set a context for participation and leadership by discussing group process as follows: Within a group a distinction can be made between the content (what the group is discussing or planning) and the process (how things are accomplished, how meetings are run, and how discussions are made). Group process involves such things as leadership, communication, and decision making. It is beneficial for groups to assess periodically the process or how the group is functioning, to take a look at how effective the group is and discover ways in which the group's		Handout 2

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		effectiveness can be increased or enhanced. Sometimes, groups can choose to have an outsider (someone not a member of the group) come in and observe how the group is functioning and provide feedback. Other times, group members can assume the role of observers of the group process and offer feedback to the group. It is important not only to look at the group process, but also to look at the way we as individuals participate or function in a group. There are a variety of functions that are performed by individuals in groups. These functions can be seen as leadership functions even though the individual performing them is not necessarily standing in front of the group leading the meeting. Before we begin to look to the effectiveness of your CAC, let's take some time for each of us to look at how we function as group members.		
45 minutes		<u>Leadership Behavior</u> Activity/Handout 3A and 3B Individual Activity with Small Group and Large Group Discussion Distribute Handout 3A		Handout 3A
		Instruct participants to complete Handout 3A according to directions on the handout. Allow 10 minutes for individual participants to complete the questionnaire.	Complete Handout 3A	
		Distribute Handout 3B. Ask participants to review handout briefly and identify the functions that they are now performing in their CAC group. Participants should then choose one new role or function that they can practice at their next CAC meeting. Allow up to 10 minutes for identifying and selecting group functions.	Review Handout 3B	Handout 3B
		Trainer instructs participants to find a partner to share results of their individual work on Handout 3A and 3B. Allow 10 minutes for small group discussion.	Form Pairs Discuss Roles	

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		Next, participants rejoin large group. Trainer asks participants to share what they learned about themselves, others, and possible implications for their CAC. Allow 15 minutes for large group discussion.	Discuss Share	
20 minutes		<u>CAC Report Card</u> Activity/Handout/Wall Chart 4 Large Group Activity Display Wall Chart Distribute Handout 4		Wall Chart Handout 4
		Trainer will prepare wall chart, like Handout 4, that lists the CAC's current goals in the left-hand column. Trainer prepares group for activity by stating: "We have just spent some time looking at how well we perform tasks and functions as individuals and our impact on the group. Now we'll look at the group as a whole. Let's take a few minutes to grade your CAC. We're going to look at each one of your current goals and you'll give your group letter grades for achievement and how hard you have tried. You all know how sometimes you work really hard, but you're not able to actually achieve what you set out to do." Ask group to reach consensus on letter grades. Display wall chart in prominent place. It will be used in later activities.	Suggest and Discuss Grades	
60 minutes		Lunch It is suggested that lunch be brought in to allow for discussion and relaxation of participants.		
10 minutes		<u>Selecting Goals - Part I - Future Goals</u> Activity/Handout 5 Large Group Brainstorm Distribute Handout 5	Brainstorm	Chart Paper Handout 5
		This is a 3-part activity. The object of this three-part activity is to assist CAC members in selecting goals for future activities and		

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
		functions. Have participants refer to Handout 5 and remind them of mandated CAC responsibilities. Refer to goals on CAC Report Card from previous activity. Given this information, members will brainstorm goals for the coming year. Some of the goals may be to continue projects already underway. Trainer will record brainstormed goals on chart paper. In Part II and Part III of this activity participants will lobby for certain goals and prioritize choices to aid them in final goal selection.		
30 minutes		Selecting Goals - Part II - Lobbying Activity 5 Large Group Activity Ask participants to take a few minutes to review all the goals listed. Each person may lobby before the group for 2 minutes on a maximum of two goals. If a participant feels strongly about a certain issue this is the time to convince others of its importance.	Lobby	
10 minutes		Selecting Goals - Part III - Prioritizing Activity 5 Large Group Activity Distribute 10 Dots (Dimes) to each participant. This activity is called "Spend a Buck". Tell participants that each dot represents a dime and they have one dollar, "a Buck" , to spend. Participants will move to wall chart of "Brainstormed Goals" and place dots/dimes next to goals they would like the CAC to chose and that they would be willing to work on personally. They may spend all the dots/dimes on one goal or divide them between 10 individual goals if they choose. Trainer will count number of dots and put the number of total votes next to each goal. The goals with the highest number will be used as a basis for action planning.	Prioritize	Self-Adhesive Colored Dots 10 per participant
10 minutes		Break		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITIES	HANDOUTS
45 minutes		<u>Action Planning</u> Activity/Handout 6 Large Group Activity Distribute Handout 6 Trainer prepares a wall chart like page 2 of Handout 6. Trainer uses Handout 6 as the basis of lecturette for Action Planning. This activity should be conducted by the trainer and recorder with information generated to be recorded on the wall chart. Mention use of these techniques as good meeting practices. The purpose of this activity is to demonstrate and practice a process for action planning. The Results/Goals on left-hand side of wall chart will be the number one goal identified in the "Spend a Buck" activity. Trainer will lead the group through each column on the action planning chart. The end result of the activity is a plan for implementation of the number one goal. The CAC may choose to use the same process to plan for other high priority goals at another time.	Listen Look Participate	Wall Chart Handout 6
5 minutes		<u>Closing Activity</u> Trainer will ask each participant to complete the statement: "For me, today has been _____". Remind participants that they may choose to pass.	Complete Statement	
10 minutes		<u>Conclusion</u> Restate Objectives. Thank Participants. Complete Evaluation/Handout 7.	Complete Evaluation	Handout 7

CAC Leadership Training
Activity/Handout/Wall Chart 1
Individual Activity and
Large Group Sharing
45 minutes

Opening Activity - Wall Chart

Person who has had most influence on your life ...	Favorite Possession
Name	
Place you'd like to be right now ...	Something you like to do ...

CAC Leadership Training
Activity/Handout 2
Lecturette
10 minutes

Participation and Leadership

"Participation and leadership must be distributed among members. All should participate, all should be listened to; as leadership needs arise, members should take turns meeting them. Any member should feel free to fulfill a leadership function as he or she sees the need. The equalization of participation and leadership is necessary to make certain that all members are involved in and satisfied with the group, and that all are committed to putting into practice the decisions made by the group. It also assures that the resources of every member are fully used, and it increases the togetherness or cohesiveness of the group."

Johnson, D. and Johnson, R. *Joining together: Group theory and group skills.* Englewood Cliffs, N.J.: Prentice-Hall, 1975.

CAC Leadership Training
Activity/Handout 3A, Page 1
Individual Activity with Small
and Large Group Discussion
45 Minutes

Leadership Behavior

Each of the items below describes a leadership action. Give yourself a number rating for each statement, Circle 5 if you always behave that way, 4 if you frequently behave that way, 3 if you occasionally behave that way, 2 if you seldom behave that way, and 1 if you never behave that way.

When I am a Member of a Group:

5-4-3-2-1 1. I offer facts, give my opinions, ideas, feelings, and information to help the group discussion.

5-4-3-2-1 2. In a friendly way, I help the other members take part in the discussion. I am open to their ideas. I let them know I value their contribution to the group's discussion.

5-4-3-2-1 3. I ask for facts, information, opinions, ideas, and feelings from the other group members to help the group discussion.

5-4-3-2-1 4. I tell jokes and suggest alternative ways of doing the work in order to reduce tension in the group and increase the fun we have working together.

5-4-3-2-1 5. I give direction to the group by planning how to go on with the group work and by calling attention to the tasks to be done.

5-4-3-2-1 6. I help communicate among group members by using good communication skills. I make sure that every group member understands what each of the others say.

5-4-3-2-1 7. I pull together related ideas or suggestions made by group members and restate and summarize the major points discussed by the group.

5-4-3-2-1 8. I ask members how they are feeling about the way the group is working. I share my own feelings about the group work and the way in which members are interacting.

5-4-3-2-1 9. I pull together group work by relating different ideas or suggestions and by drawing together activities of different members.

5-4-3-2-1 10. I observe the way in which the group is working. I use my observations to help discuss how the group can do higher quality work.

5-4-3-2-1 11. I give the group energy by arousing the group members to action in doing our tasks and reaching our goals.

5-4-3-2-1 12. I listen to and serve as an interested audience for other members. I restate their ideas to make sure I understand.

Adapted from: Johnson, D.W. *Human relations and your career: A guide to interpersonal skills.* Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Your Leadership Behavior

In order to get total scores for task actions and maintenance actions, enter your score for each question in the space to the left of the question number.

Task Actions (Content)

_____ 1. Information and Opinion Giver

_____ 3. Information and Opinion Seeker

_____ 5. Direction Giver

_____ 7. Summarizer

_____ 9. Coordinator

_____ 11. Energizer

_____ Total for Task Actions

Maintenance Actions (Process)

_____ 2. Encourager of Participation

_____ 4. Tension Reliever

_____ 6. Communication Helper

_____ 8. Evaluator of Emotional Climate

_____ 10. Process Observer

_____ 12. Active Listener

_____ Total for Maintenance Actions

Examine your total scores for task actions and maintenance actions. Total scores can range from 6 to 30 in each category.

Any group can be strengthened and enabled to work more efficiently if its members:

* become conscious of types of group behavior,
* become sensitive to and aware of the degree to which their behavior can help meet the group needs,
* are willing to increase their range of behaviors and skills in performing them.

Leadership Functions in a Group

The members of an efficient and productive group must provide for meeting two kinds of needs -- what it takes to do the job, and what it takes to strengthen and maintain the group. What members do to serve group needs may be called functional roles. Statements and behaviors which tend to make the group inefficient or weak may be called nonfunctional behaviors. Some group functions which are performed by one or more individuals are:

Task Roles (Functions required in selecting and carrying out a group task)

1. Information Giver: offers facts or generalizations, relates one's own experience to the group problem to illustrate points.

2. Opinion Giver: states an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.

3. Information Seeker: asks for clarification of suggestions, requests additional information or facts.

4. Opinion Seeker: looks for an expression of feeling about something from the members, seeks clarification of values, suggestions, or ideas.

5. Direction Giver: proposes solutions, suggests new ideas, new definitions of the problem, new attack on the problem, or new organization of material.

6. Summarizer: pulls together related ideas or suggestions, restates suggestions after the group has discussed them.

7. Coordinator: shows relationships among various ideas or suggestions, trying to pull ideas and suggestions together, trying to draw together activities of various subgroups or members.

8. Energizer: provides group energy. "Fires up" group members. Provides positive, enthusiastic comments.

Maintenance Roles (functions required in strengthening and maintaining group life and activities)

1. Encourager of Participation: is friendly, warm, responsive to others, praises others and their ideas, agreeing with and accepting contributions of others.

2. Tension Reliever : drains off negative feeling by jesting or pouring oil on troubled waters, puts a tense situation in wider context.

3. Communication Helper: facilitates effective communication among group members by checking for understanding and using effective communication skills.

4. Evaluator of Emotional Climate: summarizes what group feeling is sensed to be, describes reactions of the group to ideas or solutions.

5. Process Observer: observes how the group is working, submits observations for discussion to improve group's efficiency.

6. Active Listener: thoughtfully accepts ideas of others, serves as audience during group discussion.

From time to time, more often perhaps than anyone likes to admit, people behave in non-functional ways that do not help and sometimes actually harm the group and hamper the work it is trying to do. Some of the more common types of such nonfunctional behaviors are described below.

Types of Nonfunctional Behavior (behavior which tends to make the group inefficient)

1. Being Aggressive: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

2. Blocking: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

3. Self-Confessing: using the group as a sounding board, expressing personal, nongroup-oriented feelings or points of view.

4. Competing: vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

5. Seeking Sympathy: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation, or disparaging one's own ideas to gain support.

6. Special Pleading: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.

7. Horsing Around: clowning, joking, mimicking, disrupting the work of the group.

8. Seeking Recognition: attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.

9. Withdrawal: acting in an indifferent or passive manner, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

In using a classification such as the one above, people need to guard against the tendency to blame any person who (whether himself/herself or another) falls into "nonfunctional behavior." It is more useful to regard such behavior as a symptom that all is not well with the group's ability to satisfy individual needs through group centered activity. People need to be alert to the fact that each person is likely to interpret such behaviors differently. For example, what appears as "blocking" to one person may appear to another as a needed effort to "test feasibility." What appears to be nonfunctional behavior may not necessarily be so, for the content and the group conditions must also be taken into account. There are times when some forms of being aggressive contribute positively by clearing the air and instilling energy into the group.

CAC Leadership Training
Activity/Handout/Wall Chart 4
Large Group Activity
20 minutes

CAC Report Card		
Goals*	**Grade**	
*(Examples of CAC Goals)	Effort	Achievement
Develop Parent Handbook		
Newsletter		
CAC members will actively participate in meetings		
Needs assessment for parents and staff		
Provide inservices for parents		

CAC Leadership Training
Activity/Handout 5
Large Group Brainstorm
50 minutes

California Education Code

Article 7. Community Advisory Committee

56190. Each plan submitted under Section 56170 shall establish a community advisory committee. Such committee shall serve only in an advisory capacity.

56191. The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

56192. The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, handicapped pupils and adults, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

56193. At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

56194. The community advisory committee shall have such authority and fulfill such responsibilities as are defined for it in the local plan. Such responsibilities shall include, but need not be limited to, all of the following:

(a) Advising the policy and administrative entity of the district, special education services region, or county office, regarding the development, amendment, and review of the local plan. Such entity shall review and consider comments from the community advisory committee.

(b) Recommending annual priorities to be addressed by the plan.

(c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

(d) Encouraging community involvement in the development and review of the local plan.

(e) Supporting activities on behalf of individuals with exceptional needs.

(f) Assisting in parent awareness of the importance of regular school attendance.

Action Planning

"Open Planning"

1. Start with **Results**, goals, end result
   - * think of affective results, as well as tasks
   - * write statement that you'll be able to recognize, measurable
2. What do you already **Have**, present levels of performance
   - * may be limitation on time, persons
   - * support system in place
3. **Concerns** about reaching results
   - * what barriers do you see impeding your way, slowing you down, making it more difficult
4. **Needs**
   - * what is needed to handle the concerns
   - * be sure to consider all the results you want
5. Convert **Needs** to **Action** statements
   - * put in a checklist form
   - * use as small steps as necessary
6. Assign **Who** is responsible
   - * use member skills
   - * share responsibility, don't burn out a few people
7. Set a date, **By When**
   - * allow a reasonable length of time
   - * conventional wisdom in group work is "estimate how much time it will take and then multiply by four"

Action Planning

(Wall Chart)

Results/Goals	Haves	Concerns	Needs	Actions	Who	By When

Community Advisory Committee Leadership Training

Summary

All groups go through stages in their development as do individuals. For groups to be effective and work efficiently, participation and leadership should be distributed among the group members. An effective group or CAC accomplishes goals, maintains relationships among members, and as it develops, changes in ways that improve its effectiveness. Leaders of CACs need to provide opportunities for members to recognize and develop their individual skills and look at ways to make the group more effective.

In analyzing group dynamics a distinction can be made between content and process.

Content: What is being Discussed

Process: How the Group is Functioning

Members of effective groups must perform two kinds of roles:

Task Roles - functions required to select and carry out group tasks.

Information and Opinion Giver

Information and Opinion Seeker

Direction Giver

Summarizer

Coordinator

Energizer

Maintenance Roles - functions required to strengthen and maintain group life and activities.

Encourager of Participation

Tension Reliever

Communication Helper

Evaluator of Emotional Climate

Process Observer

Active Listener

These roles can be seen as leadership roles even though the individual performing them is not necessarily standing in front of the group running the meeting.

Effective meetings have effective leaders/facilitators. They identify goals and use a structured process for planning how to implement these goals.

Bibliography

Books/Magazines/Resources

Doyle M. and Strauss, D. *How to make meetings work.* New York, N.Y.: The Berkeley Publishing Group, 1976.

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Johnson, D.W. *Human relations and your career: A guide to interpersonal skills.* Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Training volunteer leaders: A handbook to train volunteers and other leaders of program groups. Research and Development Division, National Council of Young Men's Christian Association, 291 Broadway, New York, N.Y. 10007.

Evaluation

Your responses to the questions/statements below will assist us in improving this module. Please respond to all items. Your participation in this evaluation is completely *anonymous*. DO NOT place your name anywhere on this evaluation.

Based on a scale of 1 through 10, how much of the information presented was new to you?

_____ 1 is not much new; 10 all new.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. As a result of this session, I know more about the members of my group.	1	2	3	4	5
2. After this session, I have gained insight into how individual group members function.	1	2	3	4	5
3. Because of this session, I am aware of the dynamics of effective groups.	1	2	3	4	5
4. This session helped me review group goals.	1	2	3	4	5
5. This session helped me plan for the group's future activities.	1	2	3	4	5
6. The material presented was sensitive to all cultural groups.	1	2	3	4	5
7. The material covered information which was appropriate to all handicapping conditions.	1	2	3	4	5
8. The material presented matched my needs.	1	2	3	4	5
9. I will use some of the information/resources that were introduced.	1	2	3	4	5
10. The instructors did a good job.	1	2	3	4	5

11. Specific suggestions to improve this module:

_____

_____

_____